



# State of New Jersey

2014-15

07-1780-020

## OVERVIEW

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GLOUCESTER TWP

GRADE SPAN PK-05

BLACKWOOD ELEMENTARY SCHOOL

260 BLENHEIM ERIAL RD

BLACKWOOD, NJ 08012

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

### DEMOGRAPHIC INFORMATION

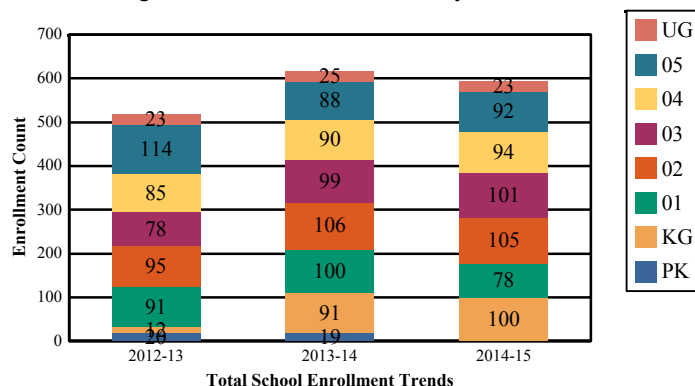
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### Enrollment by Grade

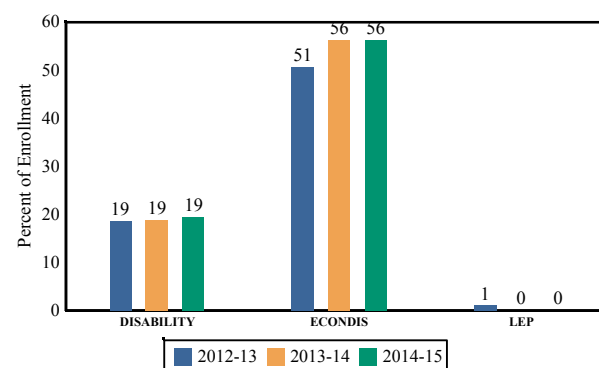
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

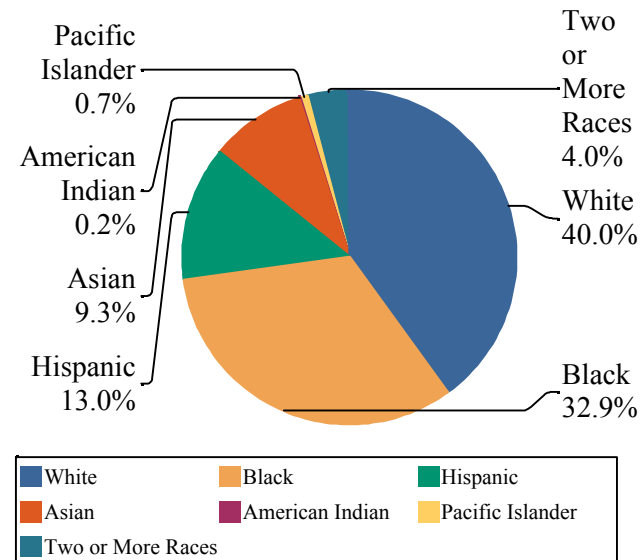
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

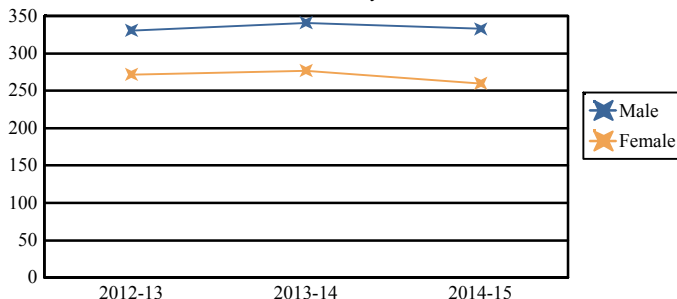
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	603
2013-14	618
2014-15	593

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	331	272
2013-14	341	277
2014-15	333	260

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	115	19%
Economically Disadvantaged Students	333	56.2%
English Language Learners	0	0.0%

### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	96.3%
Bengali	1.3%
Spanish	0.8%
Korean	0.3%
Punjabi	0.3%
Urdu	0.3%
Other	0.5%

### ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	37%	49	23
Math Met or Exceeded Expectation	27%		

### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	246	36.6%	95%	96.9%	YES
White	94	40.4%	95%	97.1%	YES
African American	74	28.4%	95%	97.1%	YES
Hispanic	37	24.3%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	68	13.3%	95%	97.3%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	134	26.8%	95%	95.2%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	246	27.2%	95%	97.2%	YES
White	94	28.7%	95%	98%	YES
African American	74	17.6%	95%	97.1%	YES
Hispanic	37	16.2%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	68	16.2%	95%	97.3%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	134	20.9%	95%	95.2%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations (Min. 650)	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations (Max. 850)

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**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	734	744	20%	16%	32%	31%	1%	32%	44%
White	35	735	753	20%	17%	29%	31%	3%	34%	55%
African American	26	729	725	23%	8%	42%	27%	0%	27%	26%
Hispanic	15	722	727	33%	20%	27%	20%	0%	20%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	11	752	769	0%	27%	18%	55%	0%	55%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	22	707	718	45%	23%	14%	18%	0%	18%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	50	727	724	22%	14%	40%	24%	0%	24%	24%

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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	745	751	11%	17%	26%	33%	12%	46%	52%
White	38	743	758	11%	18%	29%	34%	8%	42%	63%
African American	20	734	733	20%	15%	30%	20%	15%	35%	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	13	767	773	0%	15%	23%	31%	31%	62%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	21	708	725	43%	38%	10%	5%	5%	10%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	39	740	734	10%	23%	31%	28%	8%	36%	31%

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**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	75	736	751	12%	28%	28%	28%	4%	32%	53%
White	21	744	757	14%	24%	14%	33%	14%	48%	62%
African American	28	729	734	14%	29%	32%	25%	0%	25%	31%
Hispanic	15	733	737	13%	27%	40%	20%	0%	20%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	25	714	723	28%	56%	4%	12%	0%	12%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	45	732	734	11%	33%	33%	18%	4%	22%	31%



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**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	732	746	14%	22%	36%	27%	1%	28%	46%
White	35	732	752	17%	20%	34%	29%	0%	29%	56%
African American	26	729	728	19%	27%	31%	19%	4%	23%	25%
Hispanic	15	728	733	13%	13%	60%	13%	0%	13%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	11	747	772	0%	18%	27%	55%	0%	55%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	22	720	727	36%	14%	23%	27%	0%	27%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	50	730	730	16%	24%	36%	24%	0%	24%	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	734	744	12%	25%	28%	33%	1%	35%	42%
White	38	731	749	16%	18%	39%	26%	0%	26%	50%
African American	20	725	727	10%	45%	25%	20%	0%	20%	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	13	752	769	0%	23%	8%	62%	8%	69%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	21	709	724	38%	38%	10%	14%	0%	14%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	39	726	730	13%	36%	26%	26%	0%	26%	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	75	726	744	16%	36%	29%	16%	3%	19%	42%
White	21	730	749	24%	24%	19%	24%	10%	33%	49%
African American	28	723	728	18%	39%	32%	11%	0%	11%	21%
Hispanic	15	723	733	7%	53%	27%	13%	0%	13%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	45	724	731	16%	42%	29%	9%	4%	13%	23%

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2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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**NJASK Results - Science Grade Level - 04**

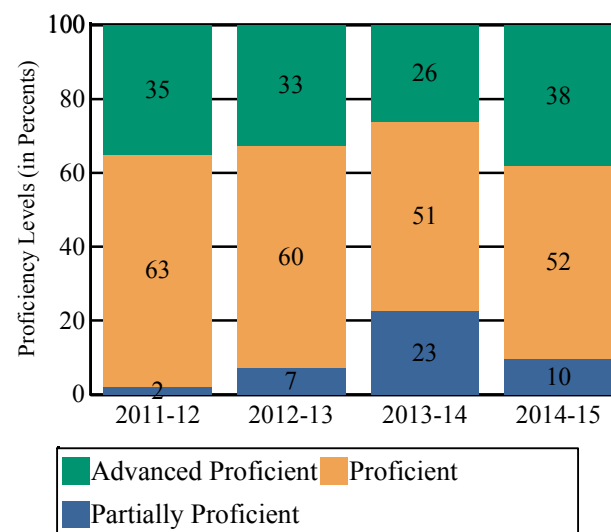
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	38%	52%	10%
White	38%	50%	12%
African American	30%	57%	13%
Hispanic	-	-	-
American Indian	-	-	-
Asian	50%	50%	0%
Two or More Races	-	-	-
Students with Disability	12%	62%	27%
English Language Learners	-	-	-
Economically Disadvantaged Students	27%	64%	9%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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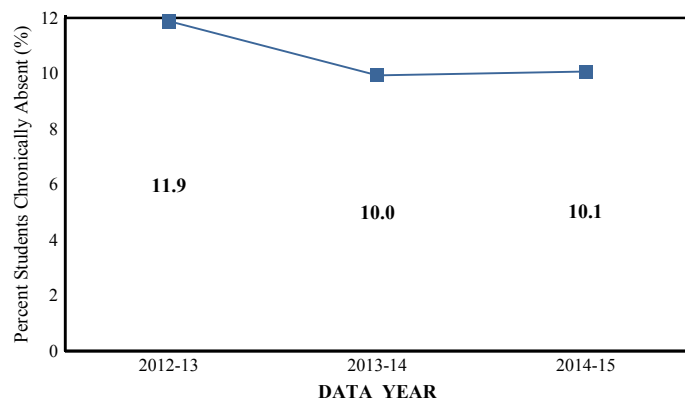
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

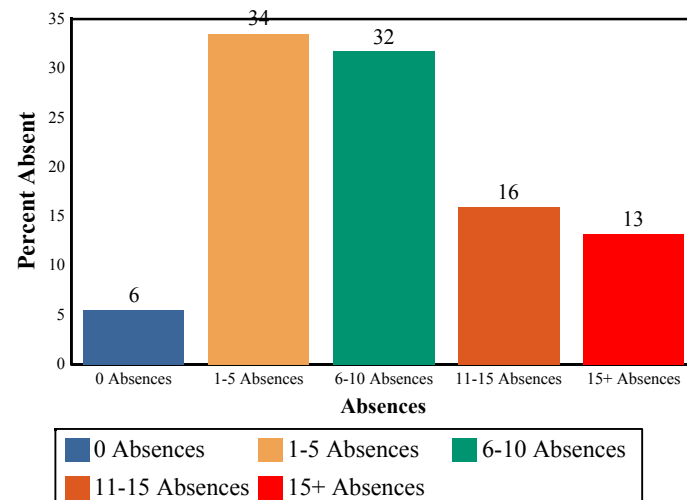


**Chronic Absenteeism for 2014-15**

**10.07%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	50	63	45	35	YES
Student Growth on Math	36	12	12	35	YES
		38	29		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	12%	1%	0%
Partially Met	12%	7%	2%
Approached	8%	9%	11%
Met	6%	7%	17%
Exceeded	0%	1%	7%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	12%	2%	0%
Partially Met	19%	10%	1%
Approached	10%	10%	11%
Met	6%	9%	8%
Exceeded	0%	1%	1%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	810	850
75th	754	770
50th	733	743
25th	711	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	750	767
50th	736	745
25th	713	722
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45



### WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN  
GLOUCESTER TWP

GRADE SPAN PK-05

BLACKWOOD ELEMENTARY SCHOOL  
260 BLENHEIM ERIAL RD  
BLACKWOOD, NJ 08012

#### Grade Level - 04

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	771	773
50th	741	750
25th	719	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	45

#### Grade Level - 05

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	761	773
50th	740	751
25th	717	728
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	45

#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	794	850
75th	752	764
50th	733	742
25th	712	721
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	744	763
50th	725	743
25th	710	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	40

**SCHOOL CLIMATE**  
CAMDEN  
GLOUCESTER TWP

**State of New Jersey**  
2014-15

GRADE SPAN PK-05

07-1780-020  
BLACKWOOD ELEMENTARY SCHOOL  
260 BLENHEIM ERIAL RD  
BLACKWOOD, NJ 08012

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 10 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	10.0%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	12
Administrators	297

#### SCHOOL PEER GROUP

CAMDEN

GLOUCESTER TWP

GRADE SPAN PK-05

BLACKWOOD ELEMENTARY SCHOOL

260 BLENHEIM ERIAL RD

BLACKWOOD, NJ 08012

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
ATLANTIC	EGG HARBOR TWP	CLAYTON J. DAVENPORT ELEMENTARY SCHOOL	01-1310-033	PK-03	64.6%	8%	11.8%
BERGEN	ENGLEWOOD CITY	DR. LEROY MCCLOUD ELEMENTARY SCHOOL	03-1370-060	04-06	64.8%	10.5%	11.6%
BERGEN	GARFIELD CITY	WASHINGTON IRVING SCHOOL #4	03-1700-120	PK-05	66.8%	7.1%	13.7%
BERGEN	GARFIELD CITY	WOODROW WILSON SCHOOL #5	03-1700-130	PK-05	67.1%	9.7%	11%
BERGEN	LODI BOROUGH	WASHINGTON SCHOOL	03-2740-090	PK-05	55.2%	6.4%	7%
BURLINGTON	BURLINGTON CITY	WILBUR WATTS INTERMEDIATE SCHOOL	05-0600-085	03-06	60.3%	1.5%	18.9%
BURLINGTON	PEMBERTON TWP	JOSEPH S. STACKHOUSE SCHOOL	05-4050-140	03-05	54.4%	0.7%	16.5%
BURLINGTON	RIVERSIDE TWP	RIVERSIDE ELEMENTARY SCHOOL	05-4450-060	PK-05	61.6%	6.9%	13.7%
BURLINGTON	WILLINGBORO TWP	GARFIELD EAST ELEMENTARY SCHOOL	05-5805-064	PK-05	57.3%	0%	16%
BURLINGTON	WILLINGBORO TWP	TWIN HILLS ELEMENTARY SCHOOL	05-5805-120	PK-05	50.8%	0%	12.3%
CAMDEN	GLOUCESTER TWP	BLACKWOOD ELEMENTARY SCHOOL	07-1780-020	PK-05	56.2%	0%	15.4%
CAMDEN	PINE HILL BORO	JOHN H. GLENN SCHOOL	07-4110-070	PK-05	56%	1.2%	12.3%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL ONE	07-5820-030	PK-03	57.1%	2.6%	11%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO	07-5820-040	PK-03	53.8%	5%	9.2%
CHARTERS	JERSEY CITY GLOBAL CS	JERSEY CITY GLOBAL CS	80-6093-981	KG-03	41.2%	0%	0.4%
CUMBERLAND	MILLVILLE CITY	HOLLY HEIGHTS ELEMENTARY SCHOOL	11-3230-075	KG-05	65.4%	0.4%	24.6%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS5	13-0250-060	KG-05	53.4%	2.7%	8.8%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS8	13-0250-080	KG-05	67.4%	9.2%	11.4%
ESSEX	BLOOMFIELD TWP	BERKELEY ELEMENTARY	13-0410-050	PK-06	60.8%	5.7%	11.3%
ESSEX	BLOOMFIELD TWP	CARTERET ELEMENTARY	13-0410-080	PK-06	61.7%	7.5%	8.4%
ESSEX	BLOOMFIELD TWP	WATSESSING ELEMENTARY	13-0410-150	PK-06	61.4%	6.6%	14.8%

**SCHOOL PEER GROUP**

**CAMDEN**

**GLOUCESTER TWP**

**BLACKWOOD ELEMENTARY SCHOOL**  
**260 BLENHEIM ERIAL RD**  
**BLACKWOOD, NJ 08012**

**GRADE SPAN PK-05**

ESSEX	WEST ORANGE TOWN	HAZEL AVENUE ELEMENTARY SCHOOL	13-5680-130	KG-05	63.2%	8.9%	7.6%
HUDSON	HOBOKEN CITY	WALLACE ELEMENTARY SCHOOL	17-2210-070	PK-06	53.8%	3%	12.2%
HUDSON	JERSEY CITY	FRANK R CONWELL SCHOOL	17-2390-100	PK-05	67.4%	12.4%	10.8%
HUDSON	KEARNY TOWN	FRANKLIN ELEMENTARY SCHOOL	17-2410-070	PK-06	63.5%	8.3%	8.3%
MERCER	EWING TWP	PARKWAY ELEMENTARY SCHOOL	21-1430-130	KG-05	61.6%	6.1%	14.9%
MERCER	HAMILTON TWP	KLOCKNER ELEMENTARY SCHOOL	21-1950-160	PK-05	59.5%	2.3%	13.6%
MIDDLESEX	WOODBIDGE TWP	ROSS STREET ELEMENTARY SCHOOL	23-5850-280	KG-05	51.9%	0.2%	8.9%
SOMERSET	NORTH PLAINFIELD BORO	SOMERSET SCHOOL	35-3670-080	05-06	66.3%	5%	16.8%
SOMERSET	NORTH PLAINFIELD BORO	WEST END SCHOOL	35-3670-110	PK-04	66.6%	11.5%	8%
UNION	RAHWAY CITY	GROVER CLEVELAND ELEMENTARY SCHOOL	39-4290-090	PK-06	63.7%	11.6%	5%